# How You Know
# It's Working

Quantifying the impact of professional planning time can be tricky, since effective teacher collaboration will influence every facet of a school. But even though perfect validity and reliability may be an elusive goal, educators can nevertheless gather evidence and data that can be traced back to or correlated with teacher collaboration and professional growth. The most important thing is to continually collect data and relevant artifacts that can confirm evidence of impact—from test scores, course-failure rates, and college-going numbers to survey responses, student work, and assessments. When discussing evaluation data, we recommend the following two protocols (from schoolreforminitiative.org/protocol): *Professional Learning Communities Survey* and *Success Analysis Protocol for Leadership Teams*. Schools should consider collecting a wide variety of evidence when trying to determine the impact of job-embedded professional learning and planning:

## Evidence of Impact: Classroom Practice Artifacts

- Common expectations (course standards) for student work, behavior, and achievement
- Common definitions or examples of excellence and mastery in student work
- Collaboratively developed strategies for engaging students
- Collaboratively developed grading and assessment practices
- Collaboratively developed intervention and support strategies for shared students
- Collaboratively developed definitions for college-preparatory coursework and college readiness
- An audit of new, modified, or improved instructional strategies and lessons resulting from collaborative work

## Evidence of Impact: Student Outcome Data

- Student-achievement trends over multiple months or years, particularly for academically struggling, low-income, minority, and special-needs students
- Graduation, college-matriculation, and college-completion rates (using the National Student Clearinghouse StudentTracker for High Schools system)
- Trends in student behavior, attendance, homework completion, achievement, and course failures
- Numbers of students passing courses, meeting standards, and performing at grade level
- Evidence of improved student engagement in learning, stronger understanding of learning expectations, and higher educational aspirations (survey data)
- Student participation rates in support programs or interventions, and achievement-trend data before and after interventions have been implemented

## Evidence of Impact: Teacher Engagement and Leadership

- Increased teacher participation in collaborative professional planning time
- Number of facilitators trained; number of teachers assuming leadership roles in the school
- Number of meetings per month or year
- Increased receptivity to and support for professional learning groups, school-improvement strategies, and new curricular ideas among the faculty (survey data)

## Evidence of Impact: School Culture

- Increased collaboration, work sharing, professional motivation, job satisfaction, enthusiasm for teaching (survey data)
- Increased interdisciplinary work and team teaching
- Increases in peer observation of classrooms, instructional modeling, mentoring, and site visits.